Annual Performance Report
Review 2005-06

What is the State Performance Plan (SPP)?

The Individuals with Disabilities Improvement Act of 2004 required states to develop a State Performance Plan/Annual Performance Review (SPP/APR). The SSP is a six (6) year performance plan which evaluates the District of Columbia's efforts to implement the requirements of IDEA and improve its results for children with disabilities. The SPP is built upon 20 federally mandated indicators of compliance and performance. It includes:

> ➢ baseline data for each indicator
> ➢ annual measurable and rigorous targets
> ➢ improvement activities

The SPP is data driven, and therefore all data reported and used for planning must be valid, reliable, and verified at both the local and state level.

On June15, 2007, The District of Columbia Office SEO received notification from OSEP that the District of Columbia's determination was, **needs intervention in meeting the requirements of Part B IDEA** based on the 2005 SPP. The 2005 SPP is available online at www.OSSE.dc.gov and www.ed.gov by searching for "State Performance Plan."

All states were required to update their SPP by February 1, 2007. DC SEO submitted these updates in accordance with timelines. Following OSEP review, the updated SPP is posted at the above web addresses.

What Are the SPP Annual Reporting Requirements?

In addition to the SPP, IDEA 2004 requires that each state must submit an Annual Performance Report (APR) to OSEP that describes the state's status in meeting SPP targets. There are also public reporting requirements. States must report annually (through 2012) to the public on:

(1) The State's progress and/or slippage in meeting the measurable and rigorous targets in the SPP and;
(2) The performance of each LEA (DCPS, charter that use DCPS for the of IDEA Part B and charter schools) in the District of Columbia on the targets of the SPP.

To comply with reporting requirements on local performance, the District of Columbia must report to the public on the performance of each LEA on the following indicators 1, 2, 3, 4, 5, 6, and 12.

> ➢ Indicator 1   Graduation rates
> ➢ Indicator 2   Drop out rates
> ➢ Indicator 3   Student participation and performance on statewide assessments
> ➢ Indicator 4   Suspension and expulsion rates
> ➢ Indicator 5   Educational settings (LRE)
> ➢ Indicator 6   Early Childhood settings
> ➢ Indicator 12   General Supervision C to B

How Are Data for Reporting Local Performance Obtained?

The information for the indicators listed below is collected from DCPS and charter schools data. The majority of this data comes from a statewide collection conducted on December 1 of each year, the federal child count. To ensure the accuracy in areas such as graduation and drop outs, additional data is collected in the spring and in the summer. The Data system ensures accuracy of local and state data through a series of edit checks and other verification procedures.

- ➢ indicator 1   Graduation rates
- ➢ indicator 2   Drop out rates
- ➢ indicator 4   Suspensions and expulsion rates
- ➢ indicator 5   Educational setting-LRE

Information for indicator 3 is collected from the Office of Accountability and Assessment in the SEA.

The data for indicator 6 is collected from the:

- ➢ Office of Academic Services
  1. Student Services
  2. Special Education
- ➢ State Early Childhood Office
- ➢ Department of Human Service
- ➢ Department of Health
- ➢ Office of Accountability-Informational Technology
- ➢ Head Start Count

The data for indicator 12 is collected from the:

- ➢ State Early Childhood Office
- ➢ Department of Human Service
- ➢ Department of Health
- ➢ Office of Accountability-Informational Technology
- ➢ Special Education-CARE Center

How are the Indicators Defined?

The DCSEO website includes a "Special Education Data Report Glossary" for 2005-06. Readers may wish to reference that Glossary for a complete definition of data terms. The following definitions are for the indicators that are referred to in this report.

- ➢ **Graduation rates**   **(Indicator 1)**

  The percentage of students with disabilities, ages 14-21, who graduated with a high school diploma. DCSEO uses the OSEP formula for calculating this rate. That formula is: the number of graduates, divided by the number of graduates plus the number who received GEDs, plus the number of drop outs, plus those that reached maximum age, plus any students that died, times 100.

State	Target	Actual
Increase graduation rate to	73%	71%
Increase graduation rate for		63%

students with disabilities to

> ## Drop out rates   (Indicator 2)

The percentage of students with disabilities, ages 14-21, who dropped out of school. DC SEO uses the OSEP formula for calculating this rate. That formula is: the number of dropouts, divided by the number of graduates plus the number of students who received a GED, plus the number of drop outs, plus those that reached maximum age, plus any students that died, times 100.

State	Target	Actual
All Students Target:	6.7% ↓	7.6%
Students w/ disabilities		0.94%

> ## Student participation and   (Indicator 3)
> ## performance on statewide assessments

Three targets of the SPP are addressed by this indicator. First, students are grouped by grade spans within the LEA, specifically grades 3-5, 6-8, and 9-12. Calculations are made on LEA performance in meeting Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) requirements. Second, the number of students participating in statewide assessments in the LEA is compared to the number of students with disabilities enrolled in those same grade levels to ensure that at least 95% of the students participated. Third, the proportions of students that earned a score of proficient or advanced in reading and math in the state assessment are compared to SPP targets. The calculations for rates of participation and proficiency are based on the number of students in the December 1 federal child count, not the count of students assessed. Only those LEAs with greater than 10 students with disabilities per grade span will have data reported to ensure conformance with federal requirements for the protection of personally identifiable information.

State	Target	Actual	Actual LEA				
			A	B	C	D	E
Elementary							
Reading	53.54%	47.37	*	17.9	65.9	5.7	0
Math	58.94%	40.28	*	17.7	65.3	5.7	0
Secondary							
Reading	42.46%	43.58%	*	1.2	7.7	2.1	0
Math	46.54%	40.55%	*	1.5	3.9	2.0	0

> ## Suspension and expulsion rates (Indicator 4)

The percentage of LEAs identified by the SEO as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 school days in a school year.

State	Target	Actual
Due to weapons and drugs	0	543
Reduce the number of districts with significant increase by the	↓2%	26

baseline

➢ **Educational settings LRE (Indicator 5)**
The percentage of students assigned to each of three settings must be reported.
These are the percentage of children with IEPs aged 6 through 21 who are:
    (a) Removed from regular class less than 21% of the day;
    (b) Removed from regular class greater than 60% of the day;
    (c) Served in public or private separate schools, residential placements, or
homebound or hospital placements.

State	Target	Actual
Regular class less than 21% of the day	↑10.5%	21.1%
Regular class greater than 60% of the day	↑14.5%	18.6
Separate placement	↓30%	27.0

➢ **Early childhoods students in regular setting (Indicator 6)**
The percentage of preschool children with IEPs who receive
special education and related education services in settings with
typically developing peers

State	Target	Actual
	77%	68%

➢ **General Supervision C to B** (**Indicator 12**)
The percentage of children referred by Part C prior to age 3 who are found
eligible for Part B and who have an IEP developed and implemented by
their third birthday.

State	Target	Actual
	100%	37%